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ABSTRACT

The many facets of international education and the interrelationships within that field are examined in this taxonomy. The concept of international education varies greatly, and a consensus regarding definition and representation is important if the proponents and participants of international education are to speak knowledgeably among themselves. A common terminology should facilitate communication between the practitioners and funding sources such as the U.S. Congress and private foundations. The sub-parts comprising international education are described: (1) international studies (including all studies involving the teaching or research of foreign areas and their languages); (2) international educational exchange (involving American students and faculty studying, teaching, and doing research abroad and foreign faculty and students studying, teaching, and doing research in the United States); and (3) technical assistance (involving American faculty and staff working to develop institutions and human resources abroad, primarily in Third World countries). There are few particular national organizations that combine the three major sub-parts of international education. Organizing international education people or groups requires distinguishing the different types of people who compose each part of international education, their professional backgrounds, their professional associations, and their normal funding sources. (SM)

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International Education: What is It? A Taxonomy of International Education of U.S. Universities

Stephen Aguin

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INTERNATIONAL EDUCATION: WHAT IS IT?

A Taxonomy of International Education of U.S. Universities

by

Stephen Arum

University of Iowa

November 1987

PREFATORY NOTE

We are happy to publish Stephen Arum's Taxonomy of International Education as part of the Occasional Papers Forum Series. It provides an excellent discussion of many facets of the wide-ranging realm of international education and the interrelationships within that field. It is our hope that Arum's taxonomy will inform and also provoke further discussion on both theoretical and practical levels. The coming of age and growing public recognition of the importance of international education calls for an increasing clarification of what that field encompasses. This Forum Series Paper is part of the dialogue in that process.

Maryĕlise and Sterling Lamet
Editors

INTRODUCTION

The concept "international education" means different things to different people. In article after article, in report after report, and at conference after conference, the terms used to refer to international education vary tremendously. Professionals and non-professionals alike use some of the following terms interchangeably: international education, international affairs, international studies, international programs, the international perspective, and the international dimension. Of course, they all probably agree with Stephen Bailey's point that, "Vague, ambiguous and multi-faceted as it must remain, the phrase 'international education' warrants our concern and sustained attention."[1] Bailey's remarks about the confusion over terminology in 1963 still seem relevant today. However, it no longer seems necessary, worthwhile or useful to maintain this ambiguity and vagueness.

Can people discuss a term of such apparent importance as "international education" without being able to define it? Can we really justify continuing to discuss such an important field without clear definitions, allowing intelligent people to talk about different concepts using the same term? Further, is it not presumptuous to urge funding sources to support universities and to urge Congress to support international education programs throughout the country when that "something" seems to have no clear, specific or agreed-upon meaning? For these and other reasons, seeking a common, accepted definition of the term international education is important.

Even if definitional clarity can be achieved, it will be seen below that the broad fields which compose the generic term "international education" consist of faculty and staff of varied academic backgrounds, who belong to distinct professional organizations and who seek funding from different sources. This highlights the additional problem of this paper--how can any one person or organization speak for all the different sub-parts or different aspects of international education either on a campus, or nationally?

This persisting perplexity concerning the meaning of the term "international education" in U.S. universities was reflected on the author's campus during a presidentially-requested, year-long review of the future directions of international education. In the final report, it was necessary to add a section on terminology in order to achieve some consistency and clarity throughout the text--to assure participants and readers what the various terms meant.

This same terminological predicament has persisted for at least the past twenty-five years regarding both writing and speaking about international education. For example, at a 1967 seminar, John T. Caldwell, Chancellor of North Carolina State University at Raleigh, said, "'International education' is in some respects an awkward phrase which connotes too many different activities, none of which is neatly described."[2] Some thirteen years later, in 1980, Professor Richard Lambert wrote that "'International studies' refers to a wide variety of activities whose common thread is that they touch some aspect of our educational system."[3] Both Caldwell and Lambert continued their statements with equally varied lists of six and ten examples, respectively, to differentiate the activities under the term "international education" from those under the term "international studies." Also in 1980, James E. Harf also described the lack of clarity of terminology in the field of undergraduate international studies:

> The nature of the "field" also creates problems. Indeed there is no field. Terms such as global education, international studies, cross-cultural studies and area studies mean different things to different people. On the one hand, some scholars make clear distinctions, defending their phrase as the pure approach to whatever it is we are about against the lesser strategies of other advocates. Others use these terms in an extremely loose manner, rarely if ever stopping to think about the implications of each term.[4]

Another popular general expression for international activities is "international programs." Maurice Harari defined "international programs" as more than content, including "activities involving organized institutional relationships as well as the movement of scholars and students across national boundaries for teaching, research, and development."[5]

As one sees in their very brief review of the literature, three different terms have been used to define the total breadth of international activities: "international studies," "international education" and "international programs." These terms have been used interchangeably by both the general public, international education specialists, practitioners and writers on this topic. These people have been either unable to, or have not cared to define what they mean by the terms they use.

It is interesting to speculate why there has been little concern for more precise definition. First, little need has been felt for definitional clarity because, as is argued throughout this paper, different constituencies see international education from different perspectives, and rarely have they had the need to see it as a whole or totality. Thus, what difference would it make what you called the totality? Such holistic or integrated vision in most academic matters is, unfortunately, more the exception than the rule. Most campus-based people, including international education professionals would rather ride their own hobby horses than spend their time pulling all the different "horses" together to create a team.

Second, this lack of definition has, in a way, served its purpose, since no real hue and cry has been heard to effect any consistency of terminology. The fuzziness seems to have served everyone's purposes, allowing everyone to do his or her own thing, without interference from others.

Third, the youthful period of the growth of international education has required so much energy that little time was available for the rigorous task of definitional clarification. As Lambert has said about the history of area studies, "The laissez-faire system of program support under Title VI has served well the growth stage of language and area studies . . . ",[6] so the laissez-faire growth stage of all international education has not been harmed by the lack of definitional clarity.

With the maturing of international education over the last forty years, now may be the time to initiate some discussion of a possible set of definitions for international education and its constituent parts. Hopefully, this effort will encourage others to refine the definitions still further until a consensus is developed. Another purpose of

this article is to use this analysis to highlight the inherent representational problems both on the campus and nationally, within the broad field of international education.

A consensus regarding both definition and representation is necessary if the proponents and participants of international education hope to talk knowledgeably among themselves. Students of international education should also be the beneficiaries of a clarity of terminology heretofore missing. Finally, a common terminology should also facilitate communication between the practitioners and funding sources such as the U.S. Congress and private foundations. These sources need to know what it is that proponents are advocating when they use certain terms. The time may be approaching when it will no longer be possible to seek financial assistance from sources when the proposal writers themselves cannot clearly explain their own terminology.

When attempting to appeal to the federal government or foundations for an increase in funding or, as currently is the mode, to stave off further cuts, there is no single organization or group that can represent the best thinking of all aspects of international education. The planning of an integrated response or initiative is also hampered by the fact that each sub-part of international education has its own professional organization and the members are often individuals with very different training and professional interests. Nor is there much communication among these organizations. For example, a joint meeting of the different area studies associations was held for the first time ever during the Social Science Research Council-U.S. Office of Education Review of Area Studies in 1969-1971 (the so-called "Lambert Study").

In summary, it will help both scholars of international education as well as practitioners to learn to speak about international education with precise terms, having only one term for each concept.

INTERNATIONAL EDUCATION DEFINED

In much of the literature, "international studies" is a more specific term than "international education," involving the study of some foreign (non-U.S. or international) phenomenon or phenomena. Thus, it is a more focused definition, basically encompassing teaching and research. It includes the comparative and international content aspect of academic disciplines, interdisciplinary programs and professional colleges and programs. It would not include, for example, faculty working abroad on a technical assistance project, which usually includes persons doing neither teaching nor basic research.

"International programs," on the other hand, implies some type of formal organizational or administrative unit, i.e., a specific formally organized activity involved with some type of non-U.S. personnel, location or study. This term is, in fact, vague enough to encompass many different aspects of international activities. But it has the drawback of not being an appropriate umbrella term for individuals who are not part of formal programs of any kind. Such individuals would include the single scholar on campus who teaches comparative education or international law, or the U.S. student who does not join a formal program but studies independently at a French university.

Paradoxically, it can be concluded that most speakers and writers on international education have neither been able to, nor have they cared to define what they mean by the terms they use.

What, then, is international education? It consists of all educational activities of an international nature. A broader definition of "international education" will be used throughout the rest of this article to signify **all educational activities of any kind, (i.e., teaching, studying, doing research or providing technical assistance), involving people of two or more nations, either individually or in formal programs.** It should be noted that there are, in fact, precedents for using international education as the comprehensive, umbrella-like term for all international activities. Maurice Harari in 1972 concluded that:

> International education is an all-inclusive term encompassing three major strands: (a) international content of curricula, (b) international movement of scholars and students concerned with training and research, and (c) arrangements engaging U.S. education abroad in technical assistance and educational cooperation programs.[7]

Harari's categories will be elaborated upon in the rest of this article in a way that he did not appear to think necessary, since Harari chose to use "the terms 'international education,' 'international studies,' and 'international programs,' interchangeably and in their broadest possible context."[8] By using these terms interchangeably, he appeared to feel no need, in 1972, to establish any clear or fixed definitions.

International education will be the most general term, composed of three less general, more specific sub-parts: international studies, international educational exchange and technical assistance. Each of these three less general parts will then be further

sub-divided. Let us examine each in detail, paying attention to the type of people involved, how they are organized or where they are found on campus, the professional organizations to which people belong, and the funding sources from which they seek resources. (See the comprehensive chart at the end of the article to examine each of these categories in outline form.)

INTERNATIONAL STUDIES

International studies is itself a very broad term which includes many sub-parts. It includes all those studies involving the teaching or research of foreign (non-U.S.) areas and their languages, (i.e., foreign languages and area studies, e.g., East Asian Studies, Latin American Studies). A foreign language and area studies program usually consists of a combination of faculty from the social sciences and humanities, all of whom have expertise on some aspect of the particular foreign area (e.g., its language, history, politics, economics, etc.). Students take some combination of courses from among these language and area courses.

International studies faculty are normally members of the traditional disciplinary professional associations such as the American Political Science Association, the Modern Language Association, the American Bar Association, etc. Beyond these normal affiliations, the foreign language and area specialists, might belong to area studies associations, such as the Association for Asian Studies (AAS), the Latin American Studies Association (LASA), the Middle East Studies Association (MESA), the African Studies Association (ASA), the Council for European Studies (CES), or the American Association for the Advancement of Slavic Studies (AAASS).

Thus, it can be observed that faculty with various international studies interests are frequently members not only of their disciplinary or professional societies, but also of a second professional association which focuses on their particular international studies interest. This, of course, requires not only an extra professional commitment on their part, but also the extra commitment to acquire and maintain foreign language proficiency, at least among area specialists. In cases where there are programmatic entities on the campus focused on the topic or world area, the faculty members are then faced with the issue of divided campus loyalties between their host academic disciplinary department and that of their topical and/or area program or center.

The other half of foreign language and area studies is, of course, the foreign languages themselves, which were in existence as departmental units for many decades before area studies came along. However, even within foreign language departments there are divisions between teachers of European languages and those faculty teaching the so-called "non-Western" languages. The European language faculty often do not teach elementary language courses, preferring to spend their time teaching and doing research on literature. In contrast, teachers of "non-Western" languages often have to teach basic language courses before they will have enough students to necessitate a literature course.

International studies also consists of the study of international topical problems or issues, e.g., environmental concerns, development issues, the role of women in development, peace studies, etc. A number of professional organizations exist for such faculty, e.g., the Society for International Development, the Association of Women in Development, the World Futures Society and the Overseas Development Council.

Some of these issue-oriented studies have been grouped together to form programs with the title peace, global studies or world order studies, i.e., the major issues which

transcend any one country or group of countries and involve a large number of countries and/or world regions and are thus considered as global or world concerns. Topics include such issues as environmental pollution, terrorism, military affairs and refugees, as well as larger issues such as peace and development. Faculty with world order studies interests may join the Institute of World Order.

Actually, the study of development or the development process in Third World countries has become a major focus of development studies programs on many campuses. The lack of concern or attention to the role women play in the development process has also motivated the creation of women in development programs.

The study of diplomatic or foreign relations between countries is the focus of the international studies sub-field of international relations. Faculty with such interests may join the Foreign Policy Association or one of the world affairs councils located in major U.S. cities. There are also special schools of international relations, such as the School of Advanced International Studies at Georgetown University and the School of International Affairs at Columbia University. Thirteen of these schools have joined together to form the Association of Professional Schools of International Affairs (APSIA).

Comparative studies also falls within this broad grouping, i.e., people who study legislatures, education, communications, the family, aging, marketing, and many other subjects as they exist in a number of different societies.

"International studies," although often used interchangeably for the more general term "international education," is the more focused term. Those involved in international studies are usually faculty members within the disciplines of the humanities and social sciences, but they are also found within such professional colleges as business (international business, international marketing) education (international and comparative education), law (international and comparative law), and medicine (tropical medicine, world health problems).

While international studies teaching is generally done on-campus and occasionally abroad, there has been a movement during the past decade to encourage faculty to provide outreach programs, i.e., to organize special workshops and seminars for other professionals, such as public school teachers, business and media people.

Not all of the outreach or community international studies type of education emanates from the campuses. Some of it comes from world affairs councils--citizens who have organized themselves to learn more about world affairs through such activities as monthly luncheons with guest speakers and annual conferences. In the major cities, these councils have professional staff who, in addition to these activities, arrange special on-going seminars for business leaders, educational programs in the public schools, etc. Their professional association is called the National Council of World Affairs Organizations. Funding usually comes from membership dues and various local fundraising events.

The traditional (external) major funding sources for international studies have been the major foundations (Rockefeller, Carnegie and Ford), the former U.S. Office (now Department) of Education (beginning in 1958 with the National Defense Education Act) and the Department of Defense. For example, the major foundations, especially Rockefeller, were responsible for funding the initial foreign language and area studies programs before World War II when the concept first began, primarily in the humanities. After the second World War, Carnegie began, and Ford followed, with major support, especially in the social sciences through the 1960s. Subsequently, the USOE became the major funding source.

Throughout all of these periods, the Social Science Research Council and the American Council of Learned Societies have been shapers of intellectual agendas as well as funding channels for graduate student training and faculty research and professional development. Other funding sources include the Fund for the Improvement of Postsecondary Education (FIPSE), National Endowment for the Humanities (especially for the foreign languages), and the Exxon Education Foundation.

INTERNATIONAL EDUCATIONAL EXCHANGE

The second major sub-divison of international education is international educational exchange. This involves U.S. students and faculty studying, teaching and doing research abroad and foreign faculty and students studying, teaching and doing research in the U.S.

U.S. students go abroad in a variety of ways. A large number are traveling abroad, particularly to Europe during the summer, in order to have some informal kind of cross-cultural experience, which is probably educational in nature but not necessarily academic. In this case, funds usually come from the students or their families. Increasing numbers of students also go abroad on formally-organized academic study abroad programs, in which a U.S. faculty member accompanies a group of U.S. students to a foreign country, as director of the program. While abroad, students are taught by the U.S. faculty member, by foreign faculty, or some combination of academic personnel. These programs can last either a summer, a semester/quarter, or an academic year, and are usually supported through student fees, sometimes with partial subsidization by the U.S. university, as occurs with other regular academic programs. Such study abroad programs focus on a particular field of study, e.g., archaeology, architecture, marketing, or more often, learning the specific language of the country and its culture.

In order to support particular types of study abroad programs (for example study in Third World countries, or international business studies), institutions may join together as a consortium, e.g., the Great Lakes Colleges Association, the Committee on Interinstitutional Cooperation (the Big Ten plus the University of Chicago), the Associated Colleges of the Midwest, and many others. Some colleges and universities join together with a large number of other educational institutions in order to provide the numbers of students necessary to build large enough study abroad programs for their own students to study abroad (e.g., Beaver College). State-wide consortia also sponsor study abroad programs for this reason (e.g., the University of California system).

Other organizations which promote both travel and study abroad for U.S. students include non-profit, broadly-based agencies such as the Council on International Educational Exchange (CIEE); non-profit teenage exchange organizations such as the American Field Service (AFS) and the Experiment in International Living; and the for-profit commercial exchange agencies like the American Institute for Foreign Studies (AIFS).

Foreign universities, such as Japan's International Christian University and Nanzan University, have special units or divisions for foreign students to study there for a year or less. These educational programs often have special courses in English about different aspects of the culture, in addition to special foreign language courses, and are especially useful for U.S. students in situations where few U.S. students speak that country's language.

Of course, students with superior foreign language skills can choose to enroll directly in a foreign university, just as the majority of foreign students do in the U.S. Since few U.S. students have such strong foreign language skills, they are forced to apply to universities in English speaking countries, or they must choose a specially-organized, group-type program. Some students also design their own independent study abroad

program, which might consist of visiting particular sites, communities or museums in order to carry out some research project or other educational activity which a faculty member has agreed to consider as worthy of academic credit.

U.S. students also participate in departmental, collegiate and university-wide exchange programs for a semester or academic year. These are sometimes supported by a combination of funds from either or both the sending and receiving universities, as well as by the students' personal funds. Finally, graduate students may win scholarships and fellowships to study or do research abroad, e.g., Fulbright, U.S. Department of Education Dissertation Fellowships (and in earlier years, Ford Foreign Area Fellowships).

While there are not many organized opportunities for U.S. students to work abroad, the few that do exist often enroll large numbers of students (e.g., CIEE enrolls some 5000 students in work abroad programs in such countries as the United Kingdom, Ireland, France, Germany, Costa Rica and New Zealand). Students are also helped to find their own work abroad opportunities by campus Study Abroad Advisers. Organizations like the International Association of Students in Economics and Business (AIESEC) and the International Association for the Exchange of Students for Technical Experience (IAESTE) help students arrange experiences in their fields. One related overseas opportunity that is gaining popularity is the foreign internship, to give students an international work experience directly related to their studies and/or career goals.

On U.S. university campuses, information about study abroad opportunities is often provided by Study Abroad Advisers, professionals who are knowledgeable about the great number of study, work and travel abroad opportunities, as well as the dynamics involved in such cross-cultural experiences. They provide advising services about these opportunities, orientation programs prior to departure, and debriefing programs upon the students' return. Also, they promote and assist the faculty with the development and administration of study abroad programs. Often, too, they also are the administrators of their university study abroad programs. No specific academic field of training appears to be required for such positions, although some prior study abroad and foreign language experience would seem necessary. Advisory positions are sometimes filled by faculty members working part-time or even full-time as well as by full-time administrative staff. These advisers often belong to the National Association for Foreign Student Affairs (NAFSA), which has one of its five sections dedicated to their concerns, the Section on U.S. Students Abroad (SECUSSA). SECUSSA, like the other NAFSA sections, provides funding for professional improvement and innovative programming. CIEE, like NAFSA, also sponsors annual conferences for the professional development of study abroad advisers.

A parallel to U.S. students going abroad is the fact that many U.S. faculty also travel abroad for professional purposes. Such purposes might be short-term, in the case of a faculty member attending an international professional meeting, or a U.S. faculty member visiting foreign colleagues to learn new techniques or to give a lecture on findings from his or her own research. Such short-term visits are usually supported by local, domestic or foreign resources, although grant money is also occasionally available. Some highly internationalized universities hold regular internal competitions for such international travel money. Occasionally, funding is available from national agencies like the National Science Foundation and the American Council of Learned Societies for significant participation in international conferences.

U.S. faculty also participate in semester and year-long departmental and collegiate exchange programs with foreign universities. In universities where institutional linkages facilitate such faculty exchanges, the possibilities exist for collaborative research and the exchange of students. Funding can be accomplished by faculty either taking their salaries with them, or exchanging salaries. Occasionally, grants can be secured from the United States Information Agency (USIA) or the National Science Foundation to support particular aspects of faculty exchange programs. Sometimes such exchange programs are encouraged or facilitated by campus international officers.

Individual faculty may also go abroad independently on sabbaticals to teach or do research. They may also apply for such international scholarship awards as Senior Fulbrights and Guggenheims, as well as awards by agencies such as the American Council of Learned Societies, the Social Science Research Council, or several competitions conducted by foreign governments or agencies (i.e., the Max Planck Institute, the Organization of American States, NATO, or the Japan Foundation). Upon returning from a Fulbright, faculty may join the Fulbright Alumni Association. The administrator responsible for publicizing and encouraging such faculty opportunities is often the university's chief international officer, the grants and contracts officer, someone in the graduate college or the office of the vice president for academic affairs.

In discussing the reverse flow in international educational exchange, e.g., foreign students and faculty coming to the U.S., it is interesting to note that when we talk of foreign students coming here, we are almost always involved with individual students studying independently at a U.S. postsecondary institution.

Foreign students rarely come here in a group led by their own faculty member, as is the case with U.S. students studying abroad. In fact, in 1985-1986, there were over 343,777 such independent foreign students in the U.S. These foreign students typically come for undergraduate and graduate degrees, are often self-sponsored and stay for two to four years, or more.

U.S. higher educational institutions almost always have professional staff in the form of Foreign Student Advisers (FSAs) available to assist students with their adjustment to the new environment. This involves everything from advising students about housing and academics, to finances, socializing and immigration. These FSAs are sometimes also charged with the educational responsibility of promoting cross-cultural opportunities for U.S. students to learn about other cultures from the foreign students. No specific disciplinary training is required for these positions and FSAs come from such fields as history, anthropology, sociology and social work, as well as from the foreign languages and colleges of education. The FSAs initiated a professional association, NAFSA, in 1948, although they currently form only one of its five sections, i.e., the Council of Advisers to Foreign Students and Scholars (CAFSS).

University foreign student programs are often connected in some way to local community programs. Such programs include host family programs, international women's programs, as well as English language learning opportunities. Volunteers (sometimes with very professional skills) often administer these programs and receive professional stimulation by membership in the Community Section (COMSEC) of NAFSA.

English language programs for foreign students are administered and taught by professionally trained teachers of English as a Foreign (second) Language, a specialization normally taught in linguistics departments. The fact that the individuals doing this type of teaching are sometimes faculty members, may tend to separate or isolate them from other international exchange professionals. On the other hand, these individuals are often isolated from their more theoretically oriented linguistic faculty colleagues, who have a low opinion of the applied nature of their teaching and research. (Thus, the chart at the end of this paper will list them in both the foreign language teaching sub-section of the international studies section and in the foreign student sub-section of the international educational exchange section.)

These ESL programs teach students to improve their English skills while they attend other courses and also may teach those who hope to enroll in some postsecondary institution. The latter is often an intensive program supported almost solely by tuition fees. Professional associations for such ESL teachers include another section of NAFSA, the Association of Teachers of English as a Second Language (ATESL) as well as the independent association, Teachers of English to Speakers of Other Languages (TESOL).

The final set of professionals dealing with campus foreign students is responsible for the initial relationship with foreign students, i.e., foreign admissions officers. These individuals are normally part of the institution's admissions office and have either part-time or full-time responsibilities (sometimes with a staff of several professionals and clerks) to process thousands of inquiries and applications from all over the world. Decisions regarding undergraduate foreign students are often made by foreign admissions officers. However, when dealing with foreign graduate students, FAOs usually process and interpret their applications before forwarding them to the proper departments, where the actual decisions are made. Foreign admissions officers have the crucial responsibility to analyze foreign credentials in order to determine academic equivalencies with U.S. educational levels and grades.

Professional training for foreign admissions personnel is neither specific nor well-defined. Within NAFSA, the professional section (ADSEC, the Admissions Section) helps them to remain up-to-date on changes in educational systems around the world, as does AACRAO, the American Association of Collegiate Registrars and Admissions Officers' international section.

Thus, it can be seen, that on any campus, there are quite a few groups of professionals and volunteers who, in one way or another, deal with foreign students. On campuses with well-administered foreign student programs, the FSA has attempted to coordinate these different professionals and volunteers, to provide a consistent level of professional behavior and activities. At the regional and national levels, some unifying force is provided by the meetings and conferences of organizations such as CIEE, IIE and NAFSA. As described above, NAFSA consists of five major sections, and receives a large portion of its funding from USIA and the U.S. Agency for International Development (AID), as well as from U.S. and occasionally foreign foundations and agencies.

Having finished with relevant aspects of foreign student programs, let us turn to programs for <u>foreign scholars</u>. Foreign scholars often come to the U.S in much the same way as U.S. scholars go abroad, i.e., for short-term visits to attend conferences, to

learn new techniques, and to give lectures on their own research. They also participate in long-term exchange visits. Additional agencies providing support include the International Research and Exchanges Board (IREX) for Soviet and Eastern European scholars, and the Committee on Scholarly Communication with the People's Republic of China. The Council for International Exchange of Scholars (CIES) administers U.S. government funding for departments or programs to bring Fulbright supported scholars from particular world areas. Cooperative science programs with countries all over the world are supported by the U.S. National Science Foundation, in cooperation with counterpart foreign scientific governmental funding agencies.

Foreign student advisers or chief international officers are usually responsible for some aspect of the immigration paperwork, as well as other arrangements for bringing foreign scholars to the U.S., often sharing the latter with relevant academic departments and programs.

Occasionally located on campus, but more frequently off-campus (or sometimes through a cooperative effort by the on-campus international office/center and a community volunteer group) are organizations which host international visitors brought to the U.S. by the USIA. There are some one hundred such councils for international visitors located in cities throughout the U.S. Once again, in the larger cities there are often paid professional staff coordinating large numbers of volunteers, who do everything from picking up the guests at the airport to bringing them to their homes for dinner. These "citizen diplomats" are linked together in a national organization called the National Council for International Visitors (NCIV). Funding for these local groups often comes from NCIV, membership dues and local fundraising efforts. Funding for NCIV comes from the USIA and foundations.

TECHNICAL ASSISTANCE

The final major category of international education is technical assistance, which involves U.S. faculty and staff working to develop institutions and human resources abroad, primarily in Third World countries. Such development is usually planned with the expectation that it will bring about improvement of the human condition. Most often this work occurs within large projects supported by an international development agency or international development bank, e.g., the United Nations Development Program, the U.N. Food and Agriculture Organization, or the World Bank. Many projects are also supported by the major U.S. bilateral development agency, AID, and some are supported by large foundations such as Ford and Rockefeller. Other possible development agencies, usually regarding smaller projects, are private voluntary organizations (PVOs) like Project Hope and the National Partners of the Americas.

University participation in technical assistance projects has often been problematic. Universities complain that development agencies do not allow them sufficient autonomy, bringing their faculty into projects too late to help with the crucial aspects of project design and planning. The technical assistance agencies complain that universities do not send their best faculty and cannot send them for a long enough time.

Normally, full-time faculty participate in such technical assistance projects of their university, a consortium, a consulting firm, or a development agency, for periods ranging from several weeks to a year or two. Such individual participation is sometimes linked or part of a long-term institutional development project. The major goal of this is the birth and development of a foreign institution which will have a continuing life beyond that of the particular project. Faculty participation is often difficult to arrange, due to tenure decisions being faced by younger faculty, the ongoing teaching responsibilities of the faculty versus the short lead-time of the development agencies, or the long-term duration of many assignments.

The predominant field of technical assistance using university personnel has been agriculture. For the past five years, AID under Title XII legislation has devoted specific funding to strengthen U.S. universities' roles in providing research and human resources to AID projects in agriculture and nutrition. Many land-grant universities have international agriculture officers to coordinate their on-campus and overseas technical assistance projects. There are also several associations for these individuals, such as the Association of U.S. University Directors of International Agricultural Programs (AUSUDIAP).

In the past twenty years, starting with the Midwest Universities Consortium for International Activities (MUCIA) in 1964, many universities have formed a number of consortia, organized in different U.S. geographic areas to work together on large-scale technical assistance projects which would be too large for any single institution to handle alone. Such consortia also exist in the midwest (MIAC), southeast (SECID), northeast (NECID) and far west (CID) of the U.S.

While the professional colleges and schools have the greatest number of technical assistance projects, some projects (e.g. to build or expand universities) also involve

arts and science faculty to consult and teach in a particular department (such as anthropology or chemistry) while their foreign counterparts are pursuing an advanced degree in U.S. institutions. Hopefully, when the U.S. faculty member returns, he or she will include more comparative examples in his or her courses, will be more sensitive to the concerns of both foreign and U.S. students with international interests, and will begin participating in some international interdisciplinary teaching and research programs on campus. It is for some of these reasons that chief campus international officers encourage faculty to participate in technical assistance projects. Faculty with general international development interests may join the international organization, the Society for International Development (SID).

CONCLUSIONS

The point was made initially that unless some intellectual clarity regarding the terminology of international education can be established, neither participants in, nor advocates of this field can intelligently discuss their concerns or make their needs known. Funding agencies would certainly be less receptive to international education professionals if those seeking resources continued to confuse the donor agencies because of imprecise terminology.

As a result of the above discussion, information has been provided to show that the different components of international education are staffed by very disparate groups of individuals, with very different professional training, who are members of diverse professional and/or international associations. Because their professional association memberships are very different, rarely have they cause to meet and even less opportunity to collaborate nationally to seek legislative funding for international education in general or some particular aspect of it, other than their own.

What one winds up with in the most general terms are humanities and social science faculty members involved primarily in international studies programs. In some of the topical and issue-oriented international studies programs, a few professional college faculty (e.g., law, social work, business and education) combine with social scientists to provide the bulk of the personnel. Foreign student advisers, study abroad advisers, and admissions professionals exist mostly in student services divisions, reporting to deans and vice presidents of student services (affairs). TEFL staff are often faculty members in departments of linguistics or English, or sometimes in continuing education. Technical assistance participants are primarily from the professional colleges, especially agriculture, and on many campuses they rarely interact with either of the two previously mentioned groups. Even in cases where that interaction is attempted or encouraged, it is often (but not always) both unnatural and unfortunately, unsuccessful.

Occasionally, there is a chief international education officer who is supposed to coordinate or integrate these diverse groups within a single campus. Where this is the case, there is the possibility for discussion and dialogue between these very diverse groups. Otherwise, interaction is unlikely to occur because of the very diversity of the interests, training and funding sources that have been discussed. Also, these chief international education officers may be appointed long after the individual groups have formed and consolidated their power bases.

This is the general situation on many campuses, a situation also reflected nationally in the absence of any one organization which can speak with one voice for all the various components of international education described above. The latest in a series of national efforts to organize the chief international officers is the recently founded Association of International Education Administrators (AIEA). The newly-formed Division of International Education of the National Association of State Universities and Land Grant Colleges (NASULGC) also provides a forum for all aspects of international education to receive a hearing, since the two representatives of each university are the president and the chief international officer.

Other efforts to link different aspects of international education include the Liaison Group for International Educational Exchange. True to its name, it is composed of international educational exchange organizations, like NAFSA, IIE, IREX and CIEE--all of whom are involved in bringing foreign students and scholars to the U.S. and sending U.S. students and scholars abroad. Among its major purposes is sharing information about relevant legislation in order to increase public support for international exchanges. A group of organizations involved in citizen exchanges is the International Exchange Association. However, as should be apparent, there are no international studies associations nor technical assistance groups as members of either of these two organizations, despite the extraordinary breadth of their two memberships. One organization that does try to link some of these latter international studies interests is the National Council on Foreign Languages and International Studies, but it has no members of the international educational exchange groups. So, as these examples clearly demonstrate, to date, few particular national organizations exist that combine the three different major sub-parts of international education.

It is a challenge for each campus to integrate the different components so as to realize a whole greater than the sum of the individual parts, and the same challenge faces the broad field of international education nationally. On most campuses, as well as nationally, the tendency has been for people in each sub-part of international education to concentrate on their own field, paying little attention to the overall level of international education. As in most universities' activities, the centrifugal forces are more powerful than the centripetal forces.

In order to attempt to meet the challenge caused by this situation, one must first recognize the nature of the problem. As this paper has tried to demonstrate, talking about international education, or organizing international education people or groups, requires one first to distinguish the different types of people who compose each part of international education, their professional backgrounds, professional associations, and their normal funding sources. This type of analysis has not been a priority to date, since, as suggested above, each aspect of international education has focused all of its energies on its own growth. Now, with the possibility of a proposed national foundation devoted to several different or possibly all aspects of international education, perhaps the time has come to be clear about just what the components are, as well as identifying the players. Then, and only then, can we begin to search for themes and issues which will pull together and unify all of the parts which comprise international education in order to meet the challenges of the future.

NOTES

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[7] Harari 3.

[8] Harari 3.

A TAXONOMY OF INTERNATIONAL EDUCATION IN U.S. UNIVERSITIES

International Educational Category	University Organizational Unit	National Professional Associations	Funding Agencies
I. International Studies			
A. Foreign language and area studies e.g. African studies	A. Foreign Language and area studies e.g. African studies 1. Academic teaching and research centers and programs 2. Foreign language depts. including English as a Foreign Language, Intensive English programs (see II, B, 1, C)	A. Foreign language and area studies e.g. African studies 1. Area associations e.g. African Studies Association 2. Modern Language Association TESOL	A. USDOE Ford Foundation Rockefeller Foundation SSRC ACLS Exxon Educ. Fdn. NEH FIPSE
B. Int'l and topical problems and issues	B. Academic teaching and research centers and programs	B. Academic teaching and research centers and programs	B. Academic teaching and research centers and programs
1. Peace/world order and/or global studies	1. Social Sciences	1. Institute of World Order	1. Danforth, FIPSE, USDOE
2. Development studies, women in development	2. Social Sciences	2. Society for Int'l Development Association of Women in Devel't	2. USDOE, USAID
3. Int'l relations	3. Political science, law, economics	3. Int'l Studies Association, Association of Professional Schools of Int'l Affairs	3. U.S. State Dept., CIA
4. Comparative studies e.g. education, law, business communication (int'l/ intercultural)	4. Professional colleges and programs	4. Society of Int'l and Comparative Education, Society of Int'l Law, SIETAR, Int'l Communication Association, ISECSI	4. USDOE, FIPSE
C. Outreach	C. Outreach	C. Outreach	C. Outreach
1. Campus-based	1. Area/int'l studies outreach coordinators	1. Area associations	1. USDOE
2. Community-based	2. World affairs councils	2. National Council of World Affairs Organizations	2. Membership Dues
II. International Educational Exchange			
A. Study Abroad by U.S. Students and Scholars	A. Study Abroad by U.S. Students and Scholars	A. Study Abroad by U.S. Students and Scholars	A. Study Abroad by U.S. Students and Scholars
1. U.S. Students	1. Study Abroad Office	1. Int'l Exchange Organization, Consortia	1. Private sources, foundations
a. travel and study abroad	a. Study Abroad Office	a. CIEE, SECUSSA (NAFSA)	a. parents, students
b. U.S. univ. group sponsored	b. Study Abroad Office	b. Beaver College	b. parents, students
c. college/university consortium	c. Study Abroad Office	c. Associated Colleges of the Midwest	c. parents, students
d. U.S. agency	d. Study Abroad Office	d. Experiment in Int'l Living AIFS, CIEE	d. parents, students
e. foreign university	e. Study Abroad Office	e. ICU, Nanzan University	e. Fulbright-IIE
f. direct enrollment	f. Study Abroad Office	f. too many to list, IIE	f. Fulbright-IIE, Rotary Fdn.
2. Faculty a. linkages/exchanges b. prof'l meetings, visits c. sabbaticals	2. Int'l Education Office and Vice President for Academic Affairs	2. Fulbright Association	2. Scholarly exchanges, gov't. organization a. USIA b. ACLS, NAS c. Fulbright-CIES, CSCPRC, IREX, SSRC, ACLS, NATO, Max Planck
B. Foreign Students and Scholars	B. Foreign Students and Scholars	B. Foreign Students and Scholars	B. Foreign Students and Scholars
1. Foreign students	1. Foreign student advisers	1. NAFSA	1. Gov't agencies, private foundations
a. Foreign student program	a. Culture/Activities programmers, foreign nationality groups	a. Council of Advisers to Foreign Students and Scholars (CAFSS-NAFSA)	a. USIA, USAID, Ford Foundation, Hariri Fdn.
b. Community programs	b. Host family programs, Women's programs	b. COMSEC-NAFSA	b. USIA
c. English programs	c. Intensive English programs	c. ATESL-NAFSA TESOL	c. Foreign gov'ts
d. Admissions	d. Admissions office/academic depts. (grad level)	d. ADSEC-NAFSA AACRAO	d. NAFSA, USIA
2. Foreign Scholars program a. linkages/exchanges b. prof'l meetings, visits c. sabbaticals	2. Int'l Education Office and Vice President for Academic Affairs		2. Gov't agencies, private foundations a. USIA b. ACLS, NAS c. Fulbright, IREX, CSCPRC, SSRC, ACLS, NATO, Max Planck
3. Campus Visitors	3. Int'l Programs Office, Int'l Center, usually in cooperation with community groups	3. NCIV	3. NCIV, USIA
III. Technical Assistance			
	a. individual faculty members b. dept./college e.g. agriculture c. university consortia e.g. MUCIA, CID, SECID, NECID	a. SID b. AUSUDIAP c. NASULGC	a. AID e.g. Title XII b. UNDP c. FAO d. World Bank e. Inter-Amer. Devel't Bank f. Asian Devel't Bank g. African Devel't Bank

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